DOCUMENT RESUME

ED 039 694 EC 005 839

TITLE	A Selected Annotated Bibliography of Books, Films, and Teaching Media on Sign Language.
INSTITUTION	National Association of the Deaf, Silver Spring, Md.
PUB DATE	70
NOTE	23p.
EDRS PRICE	EDRS Price MF-$0.25 HC-$1.25
DESCRIPTORS	*Annotated Bibliographies, *Aurally Handicapped, *Exceptional Child Services, Films, *Finger Spelling, Instructional Materials, *Sign Language

ABSTRACT

The selected and annotated bibliography contains 22 book entries and nine entries on films and teaching media dealing with sign language. Each entry is described and its usage analyzed. Asterisks precede new titles. (JM)

ED039694

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A Selected Annotated Bibliography of Books, Films, and Teaching Media on Sign Language (Revised 1970)

The reviews in Interpreting for Deaf People were presented under the heading "Annotated Bibliography of Books and Films on Sign Language." These reviews were prepared by the participants in the workshop on interpreting held at the Governor Baxter State School for the Deaf, Portland, Maine, July 7-27, 1965. All of the participants were supplied with a set of the books several weeks prior to the time the workshop was held. This allowed each person to spend some time reviewing the books before going to Maine. Each book was assigned to two participants for review. These persons prepared and distributed a written review to the other members of the workshop. At a general meeting, comments and suggestions were made concerning the reviews which usually led to revisions of the original reviews. The reviews then were edited for presentation in an appendix.

Since the publication of the manual Interpreting for Deaf People in 1965, a number of new books and other materials on fingerspelling and the language of signs have appeared in the United States. Only those books with copyrights dating from 1966 have been annotated for inclusion in this revision. Astericks precede the entries annotated for the revision, and will permit readers to locate the new entries more readily.

This revision was undertaken by the Communicative Skills Program of the National Association of the Deaf.

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* 1. Babbini, Barbara E. An Introductory Course in Manual Communication: Fingerspelling and Language of Signs. Northridge, California: San Fernando Valley State College, 1965.

This manual appears in two forms, both of which have been reviewed for inclusion in this bibliography. The teacher's manual, the "Course of Study Outline", is discussed first. Adapted from this teacher's outline is a student manual, which, with the exception of a few minor changes, is identical with the parent text. The difference are highlighted later in the discussion.

The "Course of Study Outline" is a teacher's manual for teaching hearing persons to fingerspell and to use the language of signs. Made up of 22 lesson plans, the course is designed for an eleven-week semester with two two-hour classes per week.

The author's introduction explains two unusual aspects in approach. Because nouns can readily be spelled, the first lessons focus on teaching signs for frequently used connective words. Only after these words have been learned and are used fluently is the emphasis shifted to vocabulary building. Words for which signs are very similar have been separated to avoid the confusion that beginners frequently face. Only after one sign has been introduced and reinforced will a similar sign be taught.

The introductory material in the teacher's manual includes very brief discussions of the teaching of fingerspelling and sign language, a history of the sign language, and a list of the words appearing in each of the twenty-two lessons.

Because so much basic information must be introduced, Mrs. Babbini presents a detailed discussion of 'classroom procedures' in lesson 1. Then, fingerspelling (15 phonetic letter groupings), the basic hand positions (using Watson's illustrations), and 17 basic signs are practiced.

Each of the succeeding lessons follows the same format: classroom procedure, review material, vocabulary drill. From lesson 4 onward, the reviews become comprehension tests which are administered after the class has completed a fingerspelling drill, and which aim to develop receptive skills in the students. For the purpose of improving expressive skills, songs and poems are included in the text.

The appendix in the teacher's manual includes: (1) chart of student progress, (2) student roster, (3) student grade sheet, (4) bibliography, and (5) a study outline sheet describing the series "Instructional Films for Fingerspelling" developed by the International Communication Foundation in Monterey Park, California.

Containing the same text materials as the teacher's outline, the student manual makes some changes worthy of note: "Fingerspelling" by Louie J. Fant, Jr., from his book Say It With Hands, has been added: comprehension tests follow rather than precede the vocabulary drills; "Comin thro' the Rye" has been deleted, as have all notes to the teacher. The one difficulty with the student text is the lack of pagination.

This is not a self-teaching manual because although adequate explanations are given for each new sign, there are no illustrations. The 600 signs introduced constitute a basic sign language vocabulary. For professional persons who work with deaf adults and who desire a broader vocabulary a dictionary of signs is a recommended supplementary text.

* 2. Benson, Elizabeth. Sign Language. St. Paul, Minnesota: St. Paul Area Technical Vocational Institute, 196-.

St. Paul Area Technical Vocational Institute has published Sign Language, a manual of Dr. Elizabeth Benson's materials for the teaching of the language of signs. Previously unpublished, these materials were collated and used by the author in classes at Gallaudet College under the title, "Suggestions Relative to the Mastery of Signs".

The 590 signs described in verbal notations constitute a basic sign language vocabulary, the unique factor being Dr. Benson's original arrangement of the vocabulary into 19 discrete categories under such headings as "Animals", "Opposites", "Recreation", "Time" and "Verbs".

Because verbal descriptions are not accurate, students must be shown the proper signs by a competent teacher. Then, this manual becomes appropriate for review. 31 pages are devoted to descriptions of signs that are presented in the illustrated format of David O. Watson's book, Talk With Your Hands.

The index is in two parts: first comes an alphabetically arranged Basic Word Index of 340 entries; second is a Sign Language Index alphabetically listing the 590 signs described in the manual.

Because this is not per se a lesson plan or course of study outline, the success of the manual would depend on the teacher and the practice materials he might devise to teach his classes.

* 3. Bornstein, Harry, Lillian B. Hamilton and Barbara M. Kannapell. Signs for Instructional Purposes. Washington, D. C.: Gallaudet College Press, 1969.

As the title indicates, this book contains signs developed specifically for instructional purposes. Development of these signs was undertaken by the Office of Institutional Research and members of the Faculty at Gallaudet College in an attempt to represent, with individual signs, those usually lengthy words and phrases which, because they are important to a subject matter, are frequently used in class.

This book, Signs for Instructional Purposes, the outcome of their efforts, is a dictionary of 465 signs which have been classified according to four educational divisions: (1) Science and Mathematics, (2) Humanities, (3) Social Studies, (4) Professional Studies. Each division has a section devoted to words common to all subjects in that division, as well as sections for terms in specific subject areas.

Those already proficient with the language of signs can most readily appreciate the five basic rationales used for sign invention: (1) an existing sign with a letter cue, (2) a compound of two existing signs, (3) a compound of a letter and an existing sign, (4) a completely new sign, and (5) a new sign with a letter cue. In addition, consultants created a small number of signs "spontaneously," i.e., without any construction guide. The supplementary notations printed with the illustrations indicate both placement, movement and configuration of the hands, as well as the existing sign, if any, used in making the new sign.

The illustrations by Betty Miller are sufficiently descriptive and clear that those familiar with sign language should be able to reproduce the signs without further help. The only difficulty with Miss Miller's illustrations is this: "reading" illustrated signs and reproducing them accurately becomes more difficult when there is no body orientation to rely on. The work done by Stokoe underscored the fact that there are three necessary elements in any sign: the dez (configuration of the hands), the sig (the movement) and the tab (the part of the body in which the sign is made). While eliminating the body outline makes the illustrations crisp and uncluttered (there is no "noise"), it also eliminates the background locus that is the basis for tab elements in signing.

Reproduced in black on a white background, with red lines and arrows to indicate the appropriate motions, five to six illustrations appear on each page. The text is small (5½" x 9");but, the balance and variety of the page layouts and the inherent attractiveness of the illustrations themselves, enhance the text and make study of the dictionary a pleasant experience.

One other notable feature is the use of both the English and French languages in printing the text. So that a larger audience might find the text useful, each sign is labeled with its French equivalent. All prose discussions are printed in both languages, and a bilingual index is also included.

Recommended especially for those involved in instruction of deaf persons on the secondary and college levels, this book should be studied by all proficient with the language of signs.

One note of caution to readers: because these signs were developed specifically for classroom use, they, at this time, are known to and fill the needs of a numerically small segment of the deaf population.

4. Casterline, Dorothy C., Carl C. Croneberg, and William C. Stokoe, Jr. Dictionary: American Sign Language. Washington, D. C.: Gallaudet College Press. 1965.

The dictionary lists approximately 3,000 signs (morphemes) of the American Sign Language in symbolic notation and is as complete an inventory of the lexicon of the language as the state of linguistic analysis will allow. An entry for each sign gives information about its formation,

its grammatical and syntactical features--illustrated by brief sign language phrases--an indication of its usage, whether standard, dialectal, formal, or other, and some of its approximate English equivalents. Introductory material explains, with photographic illustrations, the basic structure of signs and the system of symbols used for writing them in an assay on the language and its grammar.

* 5. Davis, Anne. The Language of Signs: A Handbook for Manual Communication with the Deaf. New York: Executive Council of the Episcopal Church, 1966.

This handbook contains approximately six hundred and fifty signs which are considered a basic vocabulary for manual communication with deaf persons. The book presents the signs in photograph form, very few with superimposed arrows to indicate the motion of the sign. Generally, the verbal descriptions accompanying each photograph are considered sufficient for duplication. Starting with the manual alphabet and the basic hand positions, the handbook progresses through sixteen discrete categories including "Family Relationships", "People and Professions", "Pronouns", "Time Words", "Verbs", and "Mental Actions". The Supplementary Sections, A through E, contain Church signs and words commonly used in religious services. Some of these signs are peculiar to the Episcopal deaf community. A standard bibliography and an alphabetic index are included.

The book is complete in itself and the clarity of the photographs will permit its use as an independent study tool for teacher and student. To facilitate its use with the 8mm training films, "The Sign Language of the Deaf", the words are listed as they appear on the films. The sections of the handbook are also numbered to correspond with the reels of film in the series.

6. Falberg, Roger M. The Language of Silence. Wichita, Kansas: Wichita Social Services for the Deaf, 1963.

This book, neither an illustrated textbook nor a technical treatise, explores the subtleties of manual communication and is intended to supplement a good dictionary of signs. Attention is called to the nuances of the language of signs of which only the fluent user is aware. Maximum benefits will accrue to the student who is willing to practice with the deaf themselves after learning the manual alphabet and acquiring a basic vocabulary of signs.

The author emphasizes the relation of signs to their referents (picture concepts) and cautions that the language of signs stands somewhere in between picture-language and written language on the development scale. From his point of view, the language of the deaf is more directly traceable to referents than is oral language.

A distinct feature of this book is a lesson plan which provides explanations and practice within troublesome areas, such as the formation of the tenses; the use of function words, the negatives, the possessives,

the compulsion words (must, demand-require, need, furnish-possess-must), the comparatives, and time indicators; the refinements to have, has, and had; words with multiple referents; and the highly developed use of flowing signs in poetry and songs.

Falberg also attempts a broad classification of the more commonly used signs: (1) signs that show structure, (2) signs that show function, and (3) the spatial indicators, i.e., pointing or showing the position of referents in real space.

An appendix contains pointers in the use of the manual alphabet, an exercise in the formation of numbers, and a vocabulary checklist which refers one to descriptions of signs and their nuances as discussed in the text.

Spiral binding makes it possible for the reader to open the book flat, leaving both hands free for practice. There are, however, only a few illustrations and descriptions of signs--used to clarify certain applications.

7. Fant, Louie J. Say It With Hands. Washington, D. C.: American Annals of the Deaf, Gallaudet College, 1964.

This book offers a good lesson plan to be used by any teacher of the language of signs. It is also a good reference book for those who have already had a course in the language of signs and for students to use providing they have an opportunity to practice with someone who is proficient in receptive and expressive languages of signs. It should be emphasized that the author intended this book as a lesson plan rather than a dictionary.

There is some well-written introductory material on the nature of the language of signs, hints on learning fingerspelling, the importance of facial expression and body movements, and an explanation of the lesson plan. This introduction gives the beginning student an explanation and understanding of the basic aspects of the language of signs.

The 46 lessons and the grouping of signs are built around handshapes, because the author believes that one will learn the signs more readily and remember them more easily by this method. All signs made while the hands are in the A shape constitute one lesson, those made with closed fists another, and so on. This book contains valuable tips on shortcuts, abbreviations, and sign language etiquette. At the end of each lesson are practice sentences which not only contain material learned in that lesson, but also many signs learned in previous lessons. These sentences also provide fingerspelling practice. The drawings showing the execution of signs are adequate for the intended use of the book.

* 8. Guillory, LaVera M. Expressive and Receptive Fingerspelling for Hearing Adults. Baton Rouge, Louisiana: Claitor's Book Store, 1966.

This manual is an attempt to present a pedagogically consistent method for teaching fingerspelling to adult hearing persons with fully devel-

oped reading and writing skills.

The author points out that a resurgence of interest in fingerspelling was caused by the introduction of the Rochester Method of Instruction to the School for the Deaf in Baton Rouge, Louisiana. Recognizing that fingerspelling requires receptive as well as expressive skills, and that the speed of the practitioner precludes the reading of individual letters, the author hypothesized that fingerspelling might be taught through application of the phonetic method of teaching reading and writing. (Readers should note that phonetic symbols cannot be duplicated manually, and thus, the designation "phonetic method of fingerspelling" is a misnomer. However, since no apt alternative designation has suggested itself, the term "phonetic method" will be used throughout this review.) This manual is a plan for learning to fingerspell the basic phonetic elements found in the English language instead of learning the individual letters of the manual alphabet.

In the introductory material the author stresses that the student must see whole words in receiving the fingerspelled message and he must spell and speak whole words simultaneously when expressing the fingerspelled messages.

Common faults in fingerspelling and hints for expressive and receptive fingerspelling are included in this section along with "The First Lesson and Introduction to Phonetic Fingerspelling" which is a demonstration of the syllabication recommended for clear fingerspelling with simultaneous speech.

There are 23 pages of drill material in this manual. Beginning with two-letter configurations, the author drills each phonetic element by adding initial letters to make an English word until the whole family of words has been mastered. For example, the basic phonetic element ab is drilled as cab, dab, fab, gab and so on.

Forty-seven basic phonetic units are drilled in this manner, the accompanying illustrations in black line drawings introducing the proper hand configurations. Beginning with the phonetic units starting with the letter "a", the drills proceed through the e-, i-, o- and u- phonetic units. The letters of the manual alphabet are not taught individually and the illustrations of the alphabet are appended solely for purposes of reference and clarity.

Variety is introduced with the nonsense sentences composed of three-letter rhyme words, followed by four-letter word drills and practice sentences using both the three and four letter words.

Commonly used words, conversational sentences, selected long words, digraphs (two-letter combinations representing one sound) and digraph words, prefixes and suffixes are drilled in separate lessons. The syllabication drill focuses on compounds and words formed with prefixes and suffixes.

This manual is best-suited for classroom situations where a teacher can observe the drill practice of groups of students and recommend individual practice "therapy" where necessary.

* 9. Hoemann, Harry W., Ed. Improved Techniques of Communication: A Training Manual for Use with Severely Handicapped Deaf Clients. Bowling Green, Ohio: Bowling Green State University, 1970.

The difficulties faced by rehabilitation workers with the language handicapped deaf adult in Lapeer and Lansing, Michigan in teaching the basic English skills necessary for a prelingually deaf adult to function in the world of work are familiar to all involved with deaf education. For these particular workers in Michigan, however, concern with the problem took concrete form in a workshop of deaf professionals sponsored by Catholic University in Knoxville, Tennessee in August, 1967. The Michigan rehabilitation workers had found that manual communication is a valid instructional medium; however, because the manual communication system and the system of written English are different, conventional sign language could not be used to reinforce the patterns of English. By developing signs that would bring the manual communication system into a visible English form for classroom use, and extracurricular conversation, perhaps reinforcement of basic English language patterns would ensue.

This manual, the outcome of the workshop, has as its outstanding feature "A Prescriptive Dictionary for Improved Manual Communication", which aims to reduce the discrepancies between the conventional sign language of the deaf and the English language. This illustrated dictionary, appearing on pages 6-52, does not aim at standardization of signs; it is an approach to the problem, rather than a fixed symbol system.

Individual signs for prefixes (e.g., re-, pre-), suffixes (e.g., -tion, -ment), inflected forms of auiliary verbs (have, has, had), forms of the verb to be (am, are, was, were), indicators for past and participial forms (-ed, -ing), pronouns, selected prepositions and conjunctions, were developed to reduce syntactical discrepancies. Reduction of lexical discrepancies was encouraged by the development of signs for such categories as measurements, work-oriented words, money matters, vehicles, wearing apparel. Signs defying such classification are grouped as: selected adjectives and adverbs, initialized verbs and nouns (i.e. signs made with a lead-letter), and ideographic nouns (i.e. signs whose forms resemble the referrent).

Developed for rehabilitation workers with the adult deaf who are proficient in sign language and who are attempting to improve the English language skills of deaf clients, the manual contains 261 numbered entries. Not all of these entries are illustrated, the editor presupposing that proficiency with manual communication would enable the user to reproduce the sign from the verbal notations that some times appear in lieu of illustrations.

The task remains for the rehabilitation worker to devise lessons to teach the basic English language concepts and to teach the signs which make visible and reinforce those concepts, thus encouraging simultaneous development of the sign language vocabulary and English language vocabulary in the language handicapped deaf adult.

Those concerned with the teaching of language to the deaf may profit

from a study of this dictionary and the accompanying discussions, "Increasing Compatibility between Sign Language and English", and "Techniques for Using Improved Manual Communication as a Language Training Tool".

10. Kosche, Martin. Hymns for Signing and Singing. (Write to author, 116 Walnut Street, Delavan, Wisconsin 53115.)

Rev. Kosche has developed a book of hymns suitable for rendering in the language of signs by copying many of the songs in the Lutheran Hymnal and suggesting suitable signs for difficult words. The full line of a hymn as it appears in the original is reproduced, and suggested sign substitutions appear over the original words. In this manner, the same book can be used by normal hearing people during Lutheran church services. The author acknowledges that the book is still in rough form, and invites suggestions for improvement. There are occasional footnotes containing descriptions of how to make signs that are not too well-known, such as "veins" and "throne".

While the book is best suited for use by someone already familiar with the language of signs, beginning interpreters might obtain some clues from the substitutions suggested for words often used during religious services.

* 11. Landes, Robert M. Approaches: A Digest of Methods in Learning the Language of Signs. Richmond, Virginia: 1968. (Write to Virginia Baptist General Board, P. O. Box 8568, Richmond, Virginia 23226.)

This manual, Approaches, purports to be a "Digest of Methods in Learning the Language of Signs". However, because this manual never considers extant methods for learning this language, it cannot present a condensation of those methods, nor a considered discussion of them. One wishes that the primary difficulty here were generated solely by the misleading character of the title.

The essential problem is in pedagogy. The author's approach is eclectic. Be assured that eclecticism does not necessarily generate disorder; and, in many teaching situations, an eclectic approach is commendable! The criticism is this: because the manual has no inherently unified program for developing graded skills, it fails to offer a coherent pedagogical basis for teaching or learning.

This course, designed to teach a basic sign language, requires three additional texts: a dictionary of signs, a publication of the Department of Health, Education and Welfare, called "Orientation of Social Workers to the Problems of Deaf Persons", and George B. Joslin's manual for the Southern Baptist Convention, "Manual for Work With the Deaf".

In Chapter 2, "Fingerspelling and the Manual Alphabet", the author presents some mnemonic aids that are of note, and which will be useful to students who have difficulty remembering the configuration of individual letters of the manual alphabet. Chapters 3 through 5 introduce

specific factors for consideration by students of sign language and interpretation, but the discussions are marred by imprecise definition and categorization.

One of the cardinal rules of sign language is "sign what you mean, not what you say." Landes exemplifies this concisely and well in Chapter 3 when he lists 31 sentences using the word run and indicates the different concept conveyed in each sentence.

Practice materials are introduced with the explanation of the number system in Chapter 7. This is a thorough description of the counting procedure and also describes the method for denoting scriptural chapter and verse numbers in sign language.

The remaining chapters 8-26, constitute the bulk of the text and are consistent in format, the vocabulary study followed by practical sentences and a lesson from The Story of Jesus by Frank C. Laubach. The author asserts that the aim of the textbook is "to teach a basic sign language, and to that end the materials should be followed as closely as possible in order to assure continuity and progression of thought". The text format itself presents numerous problems: the stories from the Life of Christ are included for the purpose of developing interpreting insights and two per class should be read. A class of students learning sign language will neither have the vocabulary nor the skill to interpret these stories. Further, the basic vocabulary study for each chapter is not consistently reinforced by the practical sentences nor the stories.

By collating the stories in an appendix with appropriate vocabulary practice (the names of Biblical persons and places), students will be saved the necessity of thumbing through material for which they are not yet ready.

Only if the teacher presents a carefully prepared basic introduction to the language of signs, using a good dictionary, will this text be of any use. The teacher will remain the informant for the class and will produce the drill materials in fingerspelling and the language of signs necessary to establish basic competency.

The manual might in fact be more successful if it were aimed at persons who have completed a basic course in the language of signs and are now able to undertake a new course with a specialized focus, the text being specifically designed for use by religious groups who have ministries to the deaf.

The second edition of Approaches, published in 1969, is, according to the preface, "revised only slightly and then only in order to clarify meaning". In fact, the revision excises only a few sentences and does not focus on the essential difficulties in the text. The criticisms for the first text remain applicable to the second edition.

The now-printed text, compiled in a 7" x 10" three-ring loose-leaf binder, permits the pages of the text to lie flat. The pagination has been changed to simple numerical order, and this is a decided improvement over the chapter-page system of the original. Some of the illus-

trations have been changed. These simple improvements make the text visually more pleasing.

Chapter 27, "Resources", has been retained unchanged in the second edition.

12. Long, J. Schuyler. The Sign Language: A Manual of Signs. Washington, D. C.: Gallaudet College, 1962. Reprint of second edition.

Dr. Long stated that the purpose of his book was to provide a standard reference for those desiring to learn the language of signs, for those desiring to refresh their memories, and for those desiring to learn unfamiliar signs. Further, he stated that he wished to fulfill what he felt was a need of deaf persons for a standard by which the usage of the original, pure, and accurate signs would be perpetuated.

The book contains over 1,400 signs, all of which have written descriptions and photographs showing the positions for making the signs. Arrows are used to illustrate the movements involved in executing each of the manual symbols. The signs are grouped under chapter headings such as Numbers and Counting, Animals, Auxiliary Verbs, Occupations, etc. There is an alphabetical index of all terms.

There is a chapter on the history, development, and usage of both the language of signs and fingerspelling. Also included is a brief but clear explanation of the role of manual communication in the social and educational life of deaf people. The book concludes with pictorial representations of sample sentences, the Lord's Prayer, and an appendix of Catholic signs.

"The Sign Language" is primarily a dictionary of signs, not a manual of the language of signs. Study of the book without the assistance of a competent instructor will not make for facility in manual communication. It is one of the early references on the language of signs. The original photographs have been retained in the 1963 reprint and are consequently outdated and detract from the appeal of the book.

* 13. Madsen, Willard J. Conversational Sign Language: An Intermediate Manual. Washington, D. C.: Gallaudet College, 1967.

This book is a valuable contribution to the library of printed material available to teachers and students of the language of signs. Unique in its emphasis on continued instruction for those who have completed a basic course in manual communication, the manual encourages the development of skills in conversing in the "idiom" of the deaf adult.

The manual is divided into three parts: (1) a General Review of Basic Signs and Fingerspelling Practice, (2) English Idioms in Sign Language, (3) Sign Language Idioms.

The Basic Sign Language Vocabulary of 500 words, presented in review lists, is adapted from Louie J. Fant's book, Say It With Hands. An illustrated review of numbers and counting, and a review of time words and phrases follows.

Inclusion of the four lessons in fingerspelling practice is warranted because of the nature of that skill. Clarity and rhythm are the objectives, and, to that end, the author includes practice in fingerspelling nonsense words, limericks and tongue-twisters, and well-known quotations in these lessons.

The final section of Part I, "Helpful Hints and Aids for Better Manual Communication", extends from page 23 to page 38. According to the author, this Addendum is simply a compilation of "problem signs" and explanatory notes that he has found helpful in teaching both intermediate and advanced courses in the language of signs. This section includes an explanation of the use of the infinitive to, the need for indicators of space relations in conversation, signs for major American cities and foreign countries, and guides for singing "The Star-Spangled Banner", "God Bless America", and "America, the Beautiful".

In his introduction to Part II, the author discusses the difficulties of translating English idioms into sign language and stresses the fact that Parts II and III are concerned primarily with developing proficiency in communicating with the deaf adult who may have poor English language skills.

In Part II, 229 idioms found in English are presented in eleven lessons. The idioms are listed in the left-hand columns. In the right-hand column, "Sign to use or Sign Hint", the corresponding signs or appropriate pantomimic gestures are listed. Each of the lessons is followed by an Application, that is, a series of sentence-drills incorporating the idioms introduced in the lesson.

The Sign Language Idioms presented in Part III are expressions peculiar to the language of signs and are common in the informal everyday conversations of deaf people. Rarely found in formal conversations, these idioms are used occasionally in interpreting when they are effective in communicating the speaker's ideas.

Following the format established in Part II, the sign language idioms are listed in the left-hand column. (Where it is impossible to construct the idiom in any pattern of "broken English", an explanation of the handshape and movement necessary to make the idiom or to convey the idea or expression is given). The right-hand column lists the corresponding English rendition for the idiom. 146 sign language idioms are introduced in the eleven lessons, each lesson followed by an Application, as in Part II. Once the text appears in print, the visual distractions of the mimeograph format and the awkward typing alignment will be corrected.

Note that the index is presented in two sections: an alphabetical index for Parts I and II of the manual appears on pages 105-114; (2) the index to the Sign Language Idioms (pages 115-116) simply lists the

idioms found on each page of Part III.

It is advisable for students to remember that although descriptions for making the idioms are given in the text, this is not a self-teaching manual. Because it is impossible to "capture" the idiom in a verbal description or even in an illustration, a skilled "informant" who can reproduce the sign is mandatory. Only under the tutelage of a skilled teacher and through social interchange with deaf adults can a student hope to develop skill in expressing the nuances of conversational sign language idioms.

14. Myers, Lowell L. The Law and the Deaf. (For information write to Dr. Boyce R. Williams, Director, Communication Disorders Branch, Rehabilitation Services Administration, Department of Health, Education, and Welfare, Washington, D. C. 20201.)

The Law and the Deaf, is a book that has a wealth of legal information concerning deafness and the problems that deafness creates. The book will prove interesting to all persons involved with the deaf populace. Modestly, the author has stated that it "was written to be used in training persons who plan to become (or are) professional counselors of the deaf . . . and for use by . . . members of the legal profession." In like manner, educators, interpreters, the deaf themselves, and many others who have no legal background could profit from the book also.

The interpreter will find the book valuable in defining his legal responsibilities when interpreting. Topics include working with attorneys; methods of testifying, including leading questions; proof of the interpreter's oath; methods of interpreting, including how errors in translating are handled; the significance of statements in conversations made through the interpreter; and the requirement for interpreters in criminal cases.

15. Riekehof, Lottie L. Talk to the Deaf. Springfield, Missouri: Gospel Publishing House, 1963. (1445 Boonville Avenue, Springfield, Missouri 65802)

Talk to the Deaf, subtitled "A practical visual guide useful to anyone wishing to master the sign language and the manual alphabet," by Lottie Riekehof of the Central Bible Institute of Springfield, Missouri, is a glossary of about 1,000 basic signs.

The book is divided into three major sections: "A Brief History of the Sign Language", "Learning to Use the Sign Language and the Manual Alphabet", and finally the main portion, "Sign Language". In this book, signs are classified into 25 categories. The format for presenting the various signs consists of simple word descriptions accompanied with synonyms and illustrations. Movements are indicated by broken line drawings and arrows. The author stresses the importance of studying the word descriptions in conjunction with the synonyms. Drawings depict the various signs and are supplemented by descriptions.

* 16. Sanders, Josef I., Ed. The ABC's of Sign Language. Tulsa, Oklahoma: Manca Press, Inc., 1968.

According to the preface, this book was designed "to provide a pre-primer, an easy palatable introduction to the language of signs for the uninitiated". And it is precisely this pre-primer approach of The ABC's of Sign Language that produces the indelible impression in the reader that the "uninitiated" of the preface are children.

Following the pattern of numerous abecedarian books for children, the editor and illustrator have produced a sturdy, hard-bound picture book dictionary of 126 signs. The format is attractive and consistent; James Harrell's illustrations are realistic and easy to "read".

Each of the 126 signs presented in the book is given two full 8½" x 11" pages. The individual letters of the manual alphabet and the numbers one through twenty, the numbers one hundred, 500 and one thousand are each given one page in the text. The format for the signs is as follows: the word is centered on the left-hand page in large upper case letters with verbal directions for making the signs printed immediately below. One the right-hand page are the illustration for the sign (with arrows indicating the appropriate movements), an illustration of the referrent itself and immediately below, the word reprinted in lower case letters.

The 126 nouns thus illustrated are accurately termed a basic recognition vocabulary (both in the English language and the language of signs) for children. Such entries as "jump rope", "oil well", "wagon" and "zoo" are further indications of this. One difficulty that a young audience might encounter, however, would be reading the verbal descriptions of the signs.

Adults would need neither the referrents pictured, nor the reinforcement provided by the repetition of the printed word. In fact, the "uninitiated" adult would be more inclined to make a present of this book to a child. However, the price, which is itself prohibitive would foster "browsing" instead of buying.

* 17. Siger, Leonard C. "Gestures, the Language of Signs, and Human Communication", American Annals of the Deaf, Vol. 113: 1, pp 11-28, January, 1968.

In this article, originally delivered as a paper at the Warburg Institute of the University of London on June 19, 1967, Dr. Siger cites various historical instances of the use of gesture systems and manual communication. Having always been a part of human behavior, gesture systems were not specifically devised for purposes of educating deaf persons.

Venerable Bede, an ecclesiastical historian, calls attention to the use of manual counting systems as early as the 8th century. For purposes of illustration, Dr. Siger has included photographic copies of two 10th century manuscripts that depict manual counting systems. Not until 1600, with the publication of Bonet's Reducción de las latras in Spain,

(from which our one-handed manual alphabet is derived), do we get the first full-length work on deaf education.

Previous to this, consistent gesture systems were developed as counting systems, mnemonic aids, or as part of an orator's training and practice. Ancient rhetoricians, taking Quintillian as a favored guide, were practiced in the art of gesture. During the Renaissance, the art of gesture in Rhetoric was revived, such orators as John Donne being noted for matching the elegance of delivery to the elegance of words.

Gestures are also captured in the Renaissance paintings of the late 15th century through 17th century. As examples, Dr. Siger presents five figures depicting the use of rhetorical gestures in painting. Chosen from the works of Luini, Pinturicchio, Campi and Durer, each painting is a representation of the New Testament theme of the "Dispute in the Temple".

A discussion, with accompanying photographs, of the Symbolic Gestures of the Japanese Buddhists is also included.

Then, Dr. Siger undertakes a discussion of the history of the language of signs of the American Deaf, from its beginnings at the French institute of Abbé de l'Épée, to its introduction into the United States by Thomas Hopkins Gallaudet, to its use today. Special note is made of its existence in the National Theater of the Deaf, where, beyond stating the facts of a case or telling the news as in ordinary conversation, it carries, as Dr. Siger says, "the challenging burden of poetic statement".

Dr. Siger's paper is of value to all who are interested in the historical foundations and vestiges of gesture systems in human communication. The paper is itself a fine example of a brief, scholarly, carefully documented research work.

18. Smith, Jess M. Workshop on Interpreting for the Deaf. Muncie, Indiana: Ball State Teachers College Press, 1964.

This particular VRA workshop proved to be very fruitful. There have already been two followup workshops and a brand-new national professional organization has sprung up as a result of the endeavors of the participants, consultants, and planners at Muncie. This fact alone should suggest to interested persons that a brief review of the contents of the book can only begin to describe the valuable material to be found there.

Not content to rely entirely upon the experience of American interpreters, the planners of the workshop included two background papers by English writers and one by a Russian. While not all of their comments and suggestions are pertinent to interpreting in this country, the majority are and the inclusion of these three papers adds much to the value of the book. It is probable that they provided many helpful insights which assisted the workshop participants in their discussions. Other background material concerns interpreters in legal situations and a film test for interpreters. There is a list of films available for training in the language of signs, plus a very complete bibliography of

books on the same subject.

Four keynote papers are also reprinted in full and, like the English and Russian papers, provide interesting personal glimpses at what it is like to be an interpreter. How the deaf themselves see interpreting and interpreters and the recruitment of interpreters are other good topics in this section.

Reports of the discussions themselves are, for the most part, presented in outline form with enough narrative so that the reader can easily follow the discussions. One topic (Training Materials) is reported almost entirely in narrative form with important points numbered for easy reference.

Other helpful materials include general guidelines for interpreters and an outline of the structure of a badly needed new organization that was born at the meeting--the Registry of Interpreters for the Deaf (R.I.D.).

19. Springer, C. J. Talking With the Deaf. Baton Rouge, Louisiana: Redemptorist Fathers, 1961. (5354 Plank Road, Baton Rouge, Louisiana 70805)

This is an illustrated dictionary of the language of signs containing approximately one thousand terms. Each sign is briefly described verbally and clearly presented pictorially by one or two photographs, some of which have arrows indicating the movements involved in the execution of the sign.

The terminology presented in this text covers basic vocabulary with some emphasis on religious signs. The manual alphabet is presented, but discussion of numbers and counting is limited to digits one through twelve. The signs are presented in alphabetical order, in contrast to most books of this type, which group them by subject or by parts of speech. However, a valuable cross-index of signs that have more than one meaning in English is included.

It is felt that this book would be a suitable text in a course on the language of signs, though it is less complete in the number and scope of its terms than are some other available books. The text would be of particular value for a person interested in religious interpreting for Catholic Church work and even work with other denominations, as the religious signs given can be used "regardless of religious affiliation" according to the author.

It is noted that this book is often confused with Father Higgens' text, "How to Talk to the Deaf". Actually, it is an updating of this earlier work and a much more appropriate book for today's student of the language of signs.

20. Stokoe, William C., Jr. Sign Language Structure: An Outline of the Visual Communication Systems of the American Deaf. Buffalo, New York: University of Buffalo, 1960. (Studies in Linguistics, Occasional Papers 8)

The monograph by Stokoe represents a different approach to the study and teaching of the language of signs. Stokoe has applied the principles of structural linguistics to the visual communication system of the language of signs. He has attempted to identify the minimal distinctive units of this language which correspond to the phonemes of spoken language.

For the purpose of this review, only the application of Stokoe's system to the teaching of the language of signs will be discussed. Stokoe has identified the minimal distinctive features of this language and classified them into three groups. These groups are: "tab", "dez", and "sig". A knowledge of the symbols within these groups will enable the beginning student of the language of signs to produce any sign.

The symbols grouped under the title of "tab" refer to the part of the body in which the sign is made, for example, at the forehead or the chest. Those symbols under "dez" refer to the configuration of the hands in making the sign. The symbols under the "sig" classification indicate the movement which should be made to produce correct sign. A knowledge of the symbols in these three classifications--"tab", "dez", and "sig"--will enable the student of the language of signs to understand the area of the body in which the sign should be made, the configuration of the hands in making the signs, and the motion of the hands necessary to produce the sign.

21. Taylor, Lucile N., Ed. Proceedings of the Registry of Interpreters for the Deaf: Workshop II. Mimeographed. Write to editor, Wisconsin School for the Deaf, Delavan, Wisconsin 53115.

This book is an edited report of the second workshop held on interpreting for the deaf in Washington, D. C., in January 1965. It contains chapters on the training of interpreters, the implementation of a national Registry for Interpreters, the examination and certification of interpreters, a code of ethics for interpreters, a constitution for the Registry of Interpreters, and plans for future action of the Registry. Included also is a list of participants and a statement of action that has resulted from the workshop and from the Registry.

Most of the chapters, the one on training interpreters in particular, provide rather generalized guidelines and/or suggestions on the subject areas involved rather than a complete and detailed coverage of subject. The book provides valuable data on the Registry. However, it was not intended to be used directly in teaching beginning or advanced students of the language of signs and it would not be helpful for this purpose.

22. Watson, David O. Talk with Your Hands. Menasha, Wisconsin: Ge George Banta Co., 1963. (Write to author, Route 1, Winneconne, Wisconsin 54986)

A lively, conversational style of approach is used by David O. Watson, author and illustrator of Talk with Your Hands, a book on the American language of signs. The attractiveness of the format and the uniqueness of approach brought instant popularity to the book when it first appeared in 1964. Words, phrases, expressions, and sentences are cleverly executed in the language of signs with life-like illustrations of hand positionings that are supplemented by engaging comic-page figures that lend a realistic touch to the total presentation.

The dynamic appeal of Mr. Watson's illustrations is further heightened by the use of red lines and arrows to indicate the direction the hands are to take in forming a sign. The flash of red over black on an otherwise all-white background relieves the tediousness that often goes with deciphering directions. The many body positions that are used throughout the book also relieve tedium and give a warm human quality to the language of signs.

Mr. Watson offers sign symbols for approximately 1,700 words and terms. He has grouped them mainly under subject headings. All those parts of speech that are ordinarily needed for satisfactory presentation of a subject are included. These words are not identified as parts of speech. This is in keeping with the disregard the language of signs has for the grammatical rules that govern the use of spoken and written language. Mr. Watson does, however, show how the language of signs can be used syntactically. He does this by inserting finger spelled words where they are needed to form grammatically correct sentences.

In a number of instances, the index refers the reader to more than one page number. This is because of the multiple meanings of many words which are carried over into the language of signs in the form of multiple sign symbols. This particular feature of the book should be a great help to readers who are unaware of the opportunity and need for being selective in use of signs.

Films and Teaching Media

* 1. Abelson, Bambii Rae. Alpha-Hands Flash Cards. Buffalo, New York: Kenworthy Educational Service, Inc., 1969.

This teaching aid contains fifty-two 5½" x 8½" illustrated flash cards with letters of the manual alphabet, days of the week, numbers one through ten, names of colors (5), close family relative classifications (uncle, aunt, cousin), and a parent-teacher manual.

Mrs. Abelson states in her manual that the

> ALPHA-HANDS FLASH CARDS have been created for the purpose of providing a realistic method in communication between the HEARING and the DEAF. A primary function of this teaching device is to aid parents in INTRODUCING LANGUAGE to a deaf child years BEFORE he may enter school.

She goes on to discuss such topics as "Language", "How the Hearing Can Use the Alpha-Hands Flash Cards", "How to Teach Language to the Deaf Child", "How Does a Deaf Child Learn to Differentiate His Feelings". No topic is discussed with the necessary depth, and the brevity and superficiality of each discussion precludes the development of a philosophy and method of language teaching. Without this, the flash cards will remain useless for concerned parents of young deaf children. The section "How to Shape a Letter", will be sufficient to demonstrate the basic problem. The directions appear as follows:

> View an Alpha-Hand Flash Card and with your RIGHT HAND about 6" in front of your body imitate the hand position. Try forming two or three letters in this manner. Often it is helpful to do this in front of a mirror. Repeat this procedure daily using 2 or 3 different letters. Practice until you don't have to think letters but they automatically fall from your hand. Within two weeks you will know the entire Manual Alphabet . . . .

A cursory inspection of the flash cards indicates discrepancies in the author's understanding of and familiarity with the manual alphabet and the basic signs included in the set. The manual alphabet is perceived differently by the signer and by the receiver. However, this fact is ignored in both the flash cards and the accompanying manual. The cards for the letters "a", "q" and "r", the numbers one through ten, "Sunday" and "Thursday" appear as they would to the person reproducing them.

The remaining letters and signs appear as they would to the person receiving the fingerspelled or signed message. The author has either forgotten to specify this, or she is unaware of the fact.

The cards for "red" and "orange" do not take into account the necessity for body orientation. The same difficulty occurs with "uncle", "aunt" and "cousin" and, further, the movements indicated for these signs are also incorrect. Persons familiar with the language of signs would be unable to "read" these signs.

Also included is the "v", recognized by a majority of Americans as symbolic of the peace movement. However, it is not the sign for peace of the American Sign Language of the Deaf.

The flash cards are illustrated on both sides. One side pictures the hand configuration with the letter or word printed above it. On the reverse side, only the hand configuration is shown. Since no explanation is included, one would assume that the parent or teacher, after becoming proficient with fingerspelling, might use the cards to quiz the child's recognition of letters and numbers.

* 2. "American Manual Alphabet"--Training Films Series, Captioned Films for the Deaf, Graphic Film Corporation.

The "American Manual Alphabet" is a training film series produced by Graphic Film Corporation for the U. S. Office of Education, Captioned Films for the Deaf. The series comprise 25 lessons and 5 tests, and is available on cartridges for use with the silent standard 8mm Technicolor Projector, Models 200, 200Z, 200WA, 500, 500Z, 500WA, 500WS, 600, 600AD, 700A, 800, 800WA, and 800WS.

The first grouping of four units introduces the manual alphabet and encourages fluency development. The fifth unit in this grouping is a test.

Focussing on speedbuilding, the second grouping progresses through combinations of letters, double vowels, and consonants. "Accuracy: Do's and Dont's" is one unit in the group. Numbers are introduced in the last two units. The largest grouping of unit materials (6 units), this is, strangely enough, the only group with test materials.

The remaining 15 practice units have been arbitrarily separated into 4 groups, each followed by a test. Each unit presents a rapid drill of letter groups. For example: Unit 18 drills the combinations BO-BR-BL-CA; Unit 20 drills TH-QU-EX.

Such a film series will be invaluable to teachers of beginning courses in Sign Language.

3. "Episcopal Church Training Films"--8mm. Audio-Visual Library, The Episcopal Church Center, 815 Second Avenue, New York, New York 10017.

The Conference of Church Workers Among the Deaf, working in cooperation with the National Council of the Episcopal Church, has produced 40 black and white Magi-Cartridge reels demonstrating the manual alphabet and the signs for 700 words. Each 8mm. reel has a running time of 4 minutes. A word is shown once and followed by two depictions of the sign at a pace slow enough to be followed by the student.

Thirty-four of the reels are devoted to basic vocabulary, and 6 show signs used in church services, as well as signs for denominational names and such words as God, faith, and redemption. One reel illustrates the Lord's Prayer.

The projector used with these cartridges--which require no threading or rewinding--has a "stop-motion" button on top, which when pressed, will hold the frame steady for purposes of study. The cartridges will automatically repeat themselves unless stopped.

A handbook for students, "The Language of Signs", by Anne Davis an instructor at the Maryland School for the Deaf, has been prepared for use with these films. The signs are presented in the same order in both the reels and the handbook.

Signs used in these films are, for the most part, clear. They have good background and good basic positions. Different people are used to deliver the signs. A wide variety of subject matter is covered. Some of the signs, however, are incorrect and amateurish and do not always flow smoothly. The most distracting feature, one which could have been edited, is the return of both hands to an "at rest" or clasping position approximately "marriage" after most signs.

4. "Fingerspelling Films"--8mm. The International Communications Foundation, 870 Monterey Pass Road, Monterey Park, California 91754.

Fingerspelling Films is an instructional film series intended for the beginning student in fingerspelling. The series is presented in two sets: Set A: Fingerspelling for Dormitory Counselors, and Set B: Fingerspelling for Rehabilitation Counselors. Each set consists of six cartridges that contain 4½ minutes of silent, color film.

The series are presented on 8mm. cartridge, a type of film that is readily useable with a Technicolor 800 Instant Movie Projector. The ease with which the films can be shown and the general excellence of the film presentation itself, combine to make Fingerspelling Films an important contribution to the training material that is available for instruction in basic skills in fingerspelling.

The instructional pattern that is used in both sets is a step-by-step procedure that leads the student through a sequence of experiences of increasing complexity. Instruction in the manual alphabet is offered first, followed by basic words and conversational type of sentence.

Outstanding features of the film are: (1) excellent photography, (2) clarity and naturalness of fingerspelling, (3) two exposures of certain fingerspelled single letters with the second exposure being different from the first, this tends to reinforce learning, (4) skillful use of facial expression to show how it can add meaning to fingerspelled sentences, and (5) gradual increase of speed of delivery.

5. "Pre-Cana Counseling Film"--16mm. Captioned Films for the Deaf, U. S. Office of Education, Department of Health, Education, and Welfare, Washington, D. C. 20202.

This film deals with premarriage counseling for Catholic persons. It is in the language of signs and fingerspelling and explains the con-

cepts of the Catholic Church about marriage and its religious significance. This is done at a level that could be understood by most deaf young people.

The main use of this film would be to prepare Catholic couples for marriage and to train seminarians in the signs and modes of expression needed for pre-cana counseling. The performers are priests who have a fair competency in the language of signs, but are not fluent.

6. "Say It with Hands"--Mr. Louie Fant, Gallaudet College, Washington, D. C. 20002.

This is a series of 46 reels based on the lesson plan in Mr. Fant's book, Say It with Hands. Color film is used throughout. It is an experimental series and is not for sale. No copies are available.

The use of color in training films seems to be preferable to black-and-white. At times, both side and front views of a fingerspelled letter were used, but this technique does not seem to have been used for the signs, and it might have been helpful. More than one signer was used, and the utilization of deaf persons as signers was especially noted.

Both literal translations and idiomatic sign language expressions were used. Perhaps the transition from one to the other could be made more gradual, however. The question mark was omitted at the end of interrogative forms. The sign made with both hands forming zeros was used alone for "no-one". Usually, a second sign is used in this case, as the double-zero sign alone is most often interpreted as "none".

Technical flaws were evident; however, this is understandable in a low-budget experimental film.

* 7. "Say It with Hands"--KERA-TV 13, 3000 Harry Hines Boulevard, Dallas, Texas 75201.

Since the time of the first review, a "Say It With Hands" series of twenty-six half-hour programs providing instruction in manual communication has been completed. Adapted from Fant's book, the series was originally conceived by Mrs. Elizabeth Carlton of the Callier Hearing and Speech Center in Dallas, Texas. That agency developed the series through a cooperative effort involving the NAD Communicative Skills Program, Media Services and Captioned Films and KERA-TV 13 of Dallas.

Tapes may be obtained on a rental basis ($10.00 per half-hour program which covers shipping) by writing Mr. Barry Wells, Program Director, at the above address.

16mm kinescopes are available through regular Media Services and Captioned Films distribution libraries. Should you wish to request these films, but do not now have an account with Media Services and Captioned Films, you should write to Dr. Howard Quigley, Director, Educational Materials Distribution Center, 5034 Wisconsin Avenue, N. W., Washington, D. C. 20016.

A three-program, one-and-a-half-hour tape is available from the Communicative Skills Program Office of the NAD to those wishing to preview this program. However, 7½ IPS, two-inch commercial equipment is needed for this purpose.

8. "Sign Language, The"--Captioned Films for the Deaf, U. S. Office of Education, Department of Health, Education, and Welfare, Washington, D. C. 20202.

A story about Thomas H. Gallaudet and a basic vocabulary drill are presented in this experimental film. The language of signs and fingerspelling are used throughout. The section on Gallaudet's life would be usable as a test or practice lesson for advanced students in manual communication. The vocabulary part gives some basic signs and their English equivalents. This film is clearly experimental and introduces some interesting techniques, but is not a technically polished production.

9. "Teaching the Manual Alphabet"--8mm. Dr. Harry Bornstein, Office of Institutional Research, Gallaudet College, Washington, D. C. 20002.

This is a series of 17 filmed lessons in fingerspelling including two tests. The films are in color and require a variable-speed 8-mm. projector and a knowledge of how to operate it. The first two lessons introduce the manual alphabet, with individual letters presented in random order. The hand is moved from side to side to show the alinement of the fingers. In these and all subsequent lessons, a pause follows presentation of each fingerspelled letter, word or sentence during which students viewing the films may write down or recite what was shown. A printed slide giving the meaning then appears.

The next 15 lessons provide practice in reading fingerspelled words and sentences at gradually increasing speeds. Several techniques were employed to give the students practice in adapting what he learns to real situations. The research staff who made the films used a variety of hands in them: students', deaf children's, staff members' hands with long fingers, short fingers, slender fingers, stubby fingers--and good fingerspellers as well as mediocre. Because, in actuality, one views a person from different positions, the staff filmed the lessons from several different angles.